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ABSTRACT

This model for a competency-based home economics program covers the four areas from the 1984 Colorado Middle/Junior High Curriculum, entitled Basic Skills for Quality Living. They are (1) Developing Self, (2) Being a Family Member, (3) Being a Consumer, and (4) Becoming Employable. A conceptual outline from the Basic Skills for Quality Living curriculum is provided for each area. The areas are divided into three to eight units, each based on one main competency. For each unit/competency, subcompetencies on three levels are provided: Level I--introduction or awareness, Level II--explanation or imitation, and Level III--application. General suggestions for the subcompetencies are then made for appropriate learning experiences and a criterion-referenced evaluation tool to assess student progress. A sample record page is included. (YLB)

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MODEL FOR COMPETENCY BASED

MIDDLE / JUNIOR HIGH

HOME ECONOMICS

Developed By

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With IIIB Federal
Consumer and Homemaking Funds

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MODEL FOR COMPETENCY BASED HOME ECONOMICS

A competency based program is one that uses performance objectives--competencies--to measure the progress made towards a goal. Traditionally, competencies have been based on a job analysis. For this model, the Colorado Homemaker Task Analysis and the consequent Colorado Middle/Junior high curriculum called the Basic Skills for Quality Living, serve as the job analysis. The progress of the student towards an awareness of and mastery of very basic skills of a homemaker is measured. In addition to measuring student progress, this model can be used as a tool for measuring teacher effectiveness and program accountability.

A competency based program has three basic parts:

1. Identified competencies: For this model competencies have been written to correspond with the 1984 Colorado Middle/Junior High Curriculum (Basic Skills for Quality Living). The conceptual outlines for the four areas from this curriculum are included as part of this model for your convenience. They are the blue pages.

Competencies have been written on three levels. Level I is considered to be the most basic skill that a student enrolled in a home economics program at the middle/junior high level should master. Most of the time this is simply an introduction or awareness to a concept or skill.

Level II competencies require the student to be able to explain or imitate the concept or skill and should be mastered by the majority of the students in a program. For the teachers who field tested the model this level was what students needed to master to earn a B in the class.

Level III competencies require the student to apply the concept or skill and is aimed at the better students in the program. Often these competencies required home work or more time than what was given in the class.

The three level approach was used in this model because it is believed by the author that it is not enough to simply measure the very minimum that students master. Students often come to us with the minimum learned from other experiences and measuring only that level does not give a real indication of the learning the student attained from the program. The level approach also provided for the growth of the more advanced student. This seems to be in line with the philosophy of meeting the individual needs of students.

The Basic Skills for Quality Living curriculum was written for grades five through nine and is not a class outline. Consequently, the competencies given in this model are generalized for the wide range of abilities in these four grade levels. This model would probably best be used as a guideline for those competencies that best fit the course outlined used in your individual programs. The teacher would use only those competencies that fit the grade level and classes taught.

This part of a competency based program is the most time-consuming for the teacher but becomes the foundation that makes the evaluation valid. The author thinks it would make the most sense to write the competencies when writing the curriculum for a particular class or unit. This step could be done on a district level for all the schools involved. The competencies then serve as direction for the teacher in choosing learning activities and planning time scheduling.

2. Method of Assessment of Progress: To assess student progress an appropriate learning experience must be provided and a criteria referenced evaluation tool used. On the yellow pages general suggestions for both of these are given. More specific examples of learning activities are contained in the Basic Skills for Quality Living curriculum. Activities should be chosen that will help the student master the competency as well as be appropriate to his/her individual needs. It may not always be appropriate for all students to be doing the same learning activity at the same time to master a particular competency.

It is the belief of the author that testing is not always the appropriate evaluation tool. Therefore, "participation" or "completed worksheet" are listed. It is important for a teacher to have standards by which to measure accpetable completion of the activity.

3. Management System: A method for recording the progress students make toward each competency is necessary. A sample recording page follows. The field testers for this project found it easy to check off competencies mastered using this page. It can be used as the grading system for a program by establishing a standard for each grade. For example, a student would have to master 80% of the Level II competencies to get a B and 80% of the Level I-I competencies to get an A.

It is hoped that this approach might be helpful in evaluating and improving programs in Home Economics.

SAMPLE RECORD PAGE

Unit: _____

Area: _____

Competency

(list or number across top)

name	1	2	3	1	2	3	1	2	3	1	2	3

(extend as necessary to make room for more competencies)

(extend as necessary for number of students enrolled)

Check off each level mastered for each competency.

I. Relationships
- A. Discovering Us
  - 1. Heredity
    - a. hair
    - b. eyes
    - c. skin
    - d. height
    - e. weight
    - f. facial shape
    - g. body build
    - h. IQ
    - i. talent
    - j. others
  - 2. Environment
    - a. family composition
    - b. geographic location
    - c. economic
    - d. experiences
  - 3. Culture/Customs
    - a. foods
    - b. religions
    - c. holidays
  - 4. Basic Needs
    - a. physical
    - b. safety
    - c. belonging
    - d. self-esteem
    - e. self-actualization/ fulfillment

- B. Discovering You
  - 1. Uniqueness
    - a. needs
    - b. wants
    - c. values
    - d. goals
    - e. standards
    - f. roles
  - 2. Self-Image
    - a. types-positive/negative
    - b. maturity
    - c. peer pressure
    - d. learning from mistakes
- C. Discovering Others
  - 1. Communication
    - a. listening skills
    - b. verbal
    - c. non-verbal
    - d. defense mechanisms
  - 2. Friendships
    - a. being a friend
    - b. choosing friends/cliques
    - c. maintaining freindships
    - d. acceptance
    - e. rejection
    - f. dating
  - 3. Teenage Sexuality
    - a. responsibility/respect
    - b. peer pressure
    - c. parental influence
  - 4. Respecting Others
    - a. special needs
      - 1. disadvantaged
      - 2. advantaged
    - b. accepting differences
      - 1. prejudices
      - 2. learning styles
    - c. citizenship
      - 1. vandalism
      - 2. shoplifting
      - 3. community responsibility
        - a. FHA
        - b. volunteer work

II. Personal Appearance
- A. Grooming
  - 1. Hair Care
  - 2. Skin Care
  - 3. Oral Hygiene
  - 4. Hand/Foot Care
- B. Posture
  - 1. Poise
  - 2. Postural Disorders
  - 3. Exercise
- C. Social Image
  - 1. Personality
  - 2. Etiquette
- D. Wardrobe
  - 1. Selection
    - a. color
    - b. fabric
    - c. design
    - d. quality
    - e. fashion/fad
  - 2. Care
- E. Total Fitness
  (Cross-reference to BEING A FAMILY MEMBER)

III. Personal Skills for Creating
- A. Imagination Development
- B. Exploration
  1. Individual strengths
  2. Idea Development
  3. Modes of Expresssion
     - a. Hand sewing skills
     - b. Basic machine
     - c. Textile Crafts
     - d. Foods
     - e. Crafts
     - f. Communication
       1. drama/speech
       2. writing
       3. video
     - g. Other
- C. Project Idea Development

IV. Personal Safety
- A. Areas of Concern
  1. Suicide
  2. Abuse/Incest
  3. Rape
  4. Kidnap/Runaways
  5. Accidents
  6. Hitchhiking
  7. Getting lost
  8. Dealing with strangers
  9. Others
- B. Preventative Measures
  1. Behavior
  2. Dress
  3. Transportation
  4. Home Environment/neighborhood
  5. Self-defense
  6. Other
- C. Personal Rights
  1. Right to say "no"
  2. Right to seek help
     - a. family
     - b. teachers
     - c. counselors
     - d. church
     - e. social services
     - f. nurse
     - g. friends/relatives

AREA; Discovering Self

UNIT: I. Relationships

COMPETENCY: Analyze the inter relationship of self-understanding to the understanding and building of relationships with others.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. List factors that influence the development of one's personality.	1. Rate his/her personality against a list of positive personality factors.	1. Select ways to improve personality.
2. Identify the basic levels of personality needs	2. Give examples of basic needs for each of the five levels.	2. Predict the consequences of a person not having basic needs met.
3. Identify positive aspects of his/her own self-image.	3. Explain how peer pressure influences a person's self image.	3. Employ ways of dealing with peer pressure positively.
4. Observe and explain the communication process.	4. Willingly practice positive communication skills.	4. Select appropriate communication skills to solve interpersonal problems.
5. Recognizes factors contributing to positive friendships.	5. Rate his/her friendships against the listed positive friendship factors.	5. Select ways to improve friendships.
6. Become aware of pressures and repsonsibilities involved in sexual relationships.	6. Discuss common problems teens face when dealing with sexuality within relationships.	6. Choose positive ways to handle sexual relationships.
7. Define and accept ways to show respect to others. including the handicapped and the elderly.	7. Willingly practice ways to show respect.	7. Select appropriate ways to be respectful in a variety of situations.

AREA; Developing Self

UNIT: II Personal Appearance

COMPETENCY: Determine how personal grooming, posture, total fitness habits, manners, and dress influence one's social image.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Identify proper grooming and hygiene skills necessary for maintaining a positive social image.	1. Summarize proper grooming and hygiene skills.	1. Choose appropriate grooming and hygiene skills to solve grooming problems.
2. Be conscious of the benefits of correct posture.	2. Demonstrate proper sitting, standing, and walking posture.	2. Explain possible postural disorders and exercises that can improve these conditions.
3. Identify mannerisms/behaviors that give a negative or positive social image.	3. Recommend appropriate manners/behavior for typical situations teens experience.	3. Choose to convey a positive social image to others through appropriate manners/behavior.
4. List considerations for the selection and care of one's wardrobe.	4. Explain steps for effective wardrobe selection and care.	4. Select a wardrobe appropriate for personal body type and ease of care.
5. Be aware of how one's health influences one's personal appearance.	5. Rate personal health habits for maintaining total fitness.	5. Design a plan for improving personal fitness.

AREA; Developing Self

UNIT: III. Personal Skills for Creating

COMPETENCY: Construct a creative personal project.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Be aware of personal imagination.	1. Willingly practice creativity simulation activities.	1. Display examples of personal creativity.
2. Choose a project from options available.	2. Follow a project plan.	2. Complete the chosen project.

AREA: Developing Self

UNIT: IV. Personal Safety

COMPETENCY: Analyze possible dangers to personal safety, recognize personal right for safety, list sources of help, and select preventative measures to insure personal safety.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. List situations that could compromise personal safety.	1. Discuss how teens get into dangerous situations.	1. Analyze dangerous situations and predict possible results.
2. List preventative measures teens can take to protect one's personal safety.	2. Recommend a preventative measure for given dangerous situations.	2. Convey to others preventative measures for the protection of personal safety.
3. Identify personal rights of saying no and seeking help.	3. Examine and practice ways teens can utilize these rights.	3. Make a listing of where teens can receive help in the community.

AREA: Discovering Self

UNIT: I. Relationships

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. List factors that influence the development of one's personality.	1. Rate his/her personality against a list of positive personality factors.	1. Select ways to improve personality.
2. Identify the basic levels of personality needs.	2. Give examples of basic needs for each of the five levels.	2. Predict the consequences of a person not having basic needs met.
APPROPRIATE LEARNING ACTIVITIES:		
--Reading --Worksheets --Class discussion --Some values clarification activities	--Checklist/Questionaire --Group work brainstorming examples --Collage of magazine pictures illustrating each need	--Student contract to work on a selected trait --Whole class work on a trait together --Class discussion --Worksheets --Short story that illustrates a basic need not being met
EVALUATION METHODS:		
--Participation --Completion of activity --Quiz	--Completion of checklist --Participation --Quiz	--Diary or log --Class record --Completion of worksheets --Quiz

AREA: Discovering Self

UNIT: I. Relationships

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
3. Identify positive aspects of his/her own self-image.	3. Explain how peer pressure influences a person's self image.	3. Employ ways of dealing with peer pressure positively.
APPROPRIATE LEARNING ACTIVITIES:		
--Personal evaluation --Paper mirror activity: list likes and dislikes of self, tear up dislikes, discuss acceptance of likes and dislikes. --Selected values clarification activities.	--Readings --Class discussion --Filmstrip with worksheets --Role-play/skit --Counselor as guest speaker --Survey and discussion of responses	--Reading --Guest speakers --Quest activities --class discussion --Case studies/ role play
EVALUATION METHODS:		
--Completion of activity	--Participation --Essay test --Attitude survey before and after --Completion of worksheets	--Participation --Completion of written assignments

AREA: Discovering Self

UNIT: I. Relationships

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
4. Observe and explain the communication process.	4. Willingly practice positive communication skills.	4. Select appropriate communication skills to solve inter-personal problems.
APPROPRIATE LEARNING ACTIVITIES:		
--Discuss communication process --Role play/ Demonstrate communication process --Reading about communication --Communication games to illustrate different aspects of the communication process	--Simulation games for practice --Role play situations	--Case studies --Role play
EVALUATION METHODS:		
--Completion of a communication diagram --Written or oral description of communication process	--Observation of student participation and correct responses in simulation / role play	--Observation of student participation in role play --Correct responses to case studies

AREA: Discovering Self

UNIT: I. Relationships

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
5. Recognizes factors contributing to positive friendships.	5. Rate his/her friendships against the listed positive friendship factors.	5. Select ways to improve friendships.
APPROPRIATE LEARNING ACTIVITIES:		
--Reading --Class discussion --Group drainstorming --Collect and display cartoons --Filmstrip --VCR of movie or T.V. character's friendship	--Rating sheet or checklist	--Questions following rating sheet --Class discussion --Case studies / role play
EVALUATION METHODS:		
--Observation of class participation --Listening sheets completed --Completed list of factors	--Completion of rating list	--test --Completion of a list of ways to improve friendships

AREA: Discovering Self

UNIT: I. Relationships

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
6. Become aware of pressures and responsibilities involved in sexual relationships.	6. Discuss common problems teens face when dealing with sexuality within relationships.	6. Choose positive ways to handle sexual relationships.
APPROPRIATE LEARNING ACTIVITIES:		
--Filmstrip --VCR of TV shows --Reading --Questionaire --Pretest/Post test --Class discussion	--Case studies --Reading --VCR of TV shows --Films/filmstrips --Panel discussion --guest speakers	--Case studies --Role plays --Panel discussion --Guest speakers --Attitude survey(pre and post)
EVALUATION METHODS:		
--Participation --Completion of class activity --Quiz	--Participation --Listening sheets completed --Completion of worksheets and/or case studies --Essay test	--Participation --Completion of written assignments --Essay test

AREA: Discovering Self

UNIT: I. Relationships

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
7. Define and accept ways to show respect to others including the handicapped and the elderly.	7. Willingly practice ways to show respect.	7. Select appropriate ways to be respectful in a variety of situations.
APPROPRIATE LEARNING ACTIVITIES:		
--Reading --Films/filmstrips --Class discussion --Guest speakers --Demonstration --Worksheets	--Activity in center that serves elderly or handicapped (FHA) --Role play	--Role play --Case studies --Demonstrate to others
EVALUATION METHODS:		
--Class participation --Completion of assignments	--Observation --attitude checklist --Peer evaluation	--Participation --Checklist --Correct answers to case studies

AREA: Developing Self

UNIT: II. Personal Appearance

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Identify proper grooming and hygiene skills necessary for maintaining a positive social image.	1. Summarize proper grooming and hygiene skills.	1. Choose appropriate grooming and hygiene skills to solve grooming problems.
2. Be conscious of the benefits of correct posture.	2. Demonstrate proper sitting, standing, and walking posture.	2. Explain possible postural disorders and exercises that can improve these conditions.
APPROPRIATE LEARNING ACTIVITES:		
--Films/filmstrips --Guest speakers --Reading --Skits	--Group or individual presentations or demonstrations --Students make mini-spots using VCR --Worksheets --Games	--Case studies --Worksheets --Games --Interview an expert on posture and report back to class --Readings and report to class
EVLAUATION METHODS:		
--Pretest questionaire followed with post-test --Worksheet/listening guide	--Participation --Quiz	--Participation --Correct responses to case studies --Class report --Test

AREA: Developing Self

UNIT: II. Personal Appearance

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
3. Identify mannerisms/behaviors that give a negative or positive social image.	3. Recommend appropriate manners/ behaviors for typical situations teens experience.	3. Choose to convey a positive social image to others through appropriate manners/behavior.
APPROPRIATE LEARNING ACTIVITES:		
--Case studies --Observation of school situations --Role play / skits --Checklists --Films/filmstrips --T.V. shows --Reading	--Skits --Role play --Case studies --Filmstrips with worksheets	--Contract for behavior modification --Checklist --Personal plan
EVALUATION METHODS:		
--Participation --Test --Completion of activity	--Participation --Completion of activity --Essay test	--Peer evaluation and/or self evaluation with a checklist

AREA: Developing Self

UNIT: II. Personal Appearance

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
4. List considerations for the selection and care of one's wardrobe.	4. Explain steps for effective wardrobe selection and care.	4. Select a wardrobe appropriate for personal body type and ease of care.
APPROPRIATE LEARNING ACTIVITIES:		
--Reading --Pre-test --Class discussion --Guest speaker --Field trip	--Worksheet --Group project to make posters or displays --TV mini spots --Games	--Create a wardrope using catalog pictures --Bring in garments and display a wardrobe that is well planned --Essay --Checklist to evaluate present wardrobe
EVALUATION METHODS:		
--Participation --Completion of worksheets --Quiz	--Completion of assignments --Participation --Test	--Completion of project --Checklist to grade project --Essay test

AREA: Developing Self

UNIT: II. Personal Appearance

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
5. Be aware of how one's health influences one's personal appearance.	5. Rate personal health habits for maintaining total fitness.	5. Design a plan for improving personal fitness.
APPROPRIATE LEARNING ACTIVITIES:		
--Film/filmstrip --Guest speaker --Reading --Class discussion	--Rating scale/ checklist --Diary of health habits for one week	--Worksheet --Group project to work on one particular health habit.
EVALUATION METHODS:		
--Listening guides completed --Participation --Attitude survey	--Self evaluation checklist --Completion of assignment	--Completion of assignment --Group evaluation checklist --Participation --Diary --Attitude survey

AREA: Developing Self

UNIT: III. Personal Skills for Creating

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Be aware of personal imagination.	1. Willingly practice creativity simulation activities.	1. Display examples of personal creativity.
2. Choose a project from options available.	2. Follow a project plan.	2. Complete the chosen project.
APPROPRIATE LEARNING ACTIVITIES:		
--Creativity stimulation exercises --List and/or have examples of possible projects	--Creativity stimulation exercises --lab experiences allowing for creativity in making a project	--Bulletin board/show case display --Sharing session --Hang work in room
EVALUATION METHODS:		
--Participation --Indication that a project has been choosen	--Work in class following project plan	--Completion of project following guidelines given and showing creativity --Grade sheet --Display work

AREA: Developing Self

UNIT: IV. Personal Safety

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. List situations that could compromise personal safety.	1. Discuss how teens get into dangerous situations.	1. Analyze dangerous situations and predict possible results.
2. List preventative measures teens can take to protect one's personal safety.	2. Recommend a preventative measure for given dangerous situations.	2. Convey to others preventative measures for the protection of personal safety.
3. Identify personal rights of saying "no" and seeking help.	3. Examine and practice ways teens can utilize these rights.	3. Make a listing of where teens can receive help in the community.
APPROPRIATE LEARNING ACTIVITIES:		
--Brainstorming --Reading --Film/filmstrip	--Panel discussion --Guest speakers --Films/filmstrips --Case studies/role play --Reading	--Case studies/ role play --Skit --Presentations to other students --Make a directory of "help" agencies --Write booklet of information for other teens --Host a seminar
EVALUATION METHODS:		
--Completion of lists --Quiz --Participation	--Completion of listening guides --Participation --Test	--Participation --Test --Completion of assignment

CONCEPTUAL OUTLINE FOR BEING A FAMILY MEMBER

I. Family Member Responsibilities
- A. Define Family
  - 1. Past
  - 2. Present
  - 3. Future
- B. Needs of the Family
  - 1. Physical
    - a. Home
    - b. Clothing
    - c. Financial
  - 2. Emotional
    Love and Affection
  - 3. Intellectual
    Education
  - 4. Social
    - a. Peers
    - b. Adults
    - c. Children
    - d. Elderly
    - e. Others
  - 5. Values and Goals
    - a. Spiritual
    - b. Principles and Standards
    - c. Setting Goals
- C. Roles of Family Members
  - 1. Mother/father
  - 2. Son/daughter
  - 3. Relatives/friends
  - 4. Extended family members--
    Step parents/families
  - 5. Sibblings
- D. Family Communications and Interactions
  - 1. Sharing Problems
    - a. Individual
    - b. Family
  - 2. Communication Skills
    - a. Verbal/non-verbal
    - b. One-way/multi-communication
    - c. Listening
  - 3. Decision Making/Problem Solving
    - a. Identify problems
    - b. Identify possible solutions
    - c. Identify resources
      - 1. Parents
      - 2. Guidance Counselors
      - 3. Teachers and Friends
    - d. Implementation
    - e. Evaluation
  - 4. Family Problems
    - a. Divorce
    - b. Death/suicide
    - c. Separation
    - d. Alcohol/drugs
    - e. Breaking law (shoplifting)
    - f. Abuse/incest
    - g. Others

II. Foods and Nutrition
- A. Nutrition
  - 1. Basic Four
  - 2. Nutrients
  - 3. Dietary Guidelines
  - 4. Special Nutrition
    Requirements
    - a. Weight control
    - b. Sports
    - c. Pregnancy
    - d. Health Problems
- B. Kitchen Procedures
  - 1. Safety and Sanitation
  - 2. Equipment
  - 3. Measuring
  - 4. Reading and following
    directions
  - 5. Organizing Resources
    (Time, Money, Energy)
- C. Tablesettings and Manners
- D. Meal Planning/Preparation
  - 1. Snacks
  - 2. Simple Meals
  - 3. Fast Foods
  - 4. Foods for Special
    Occasions

CONCEPTUAL OUTLINE FOR BEING A FAMILY MEMBER

III. Health and Safety
- A. Family Physical Fitness
  - 1. Nutritional needs of family members
  - 2. Importance of regular exercise and rest
  - 3. Coping with stress
- B. Home Safety Equipment
  - 1. Fire extinguisher
  - 2. Child proofing
    - a. electrical outlet protectors
    - b. door latches
    - c. stairway gates
    - d. medicine cabinets
- C. Safety Hazards in the Home
  - 1. Kitchen
  - 2. Bathroom
  - 3. Rest of House
  - 4. Outdoors
- D. Storage of Hazardous and Poisonous Substances
  - 1. Kitchen
  - 2. Laundry
  - 3. Garage
  - 4. Bathroom
- E. Household Security Procedures
  - 1. Neighborhood watch
  - 2. Burglar Alarm
  - 3. Reliable Locks
- F. Emergency Evacuation Drills
  - 1. Fire
  - 2. Tornado
- G. First Aid Techniques and Supplies
  - 1. Minor Cuts
  - 2. Burns
  - 3. Falls
  - 4. Poison
  - 5. CPR, mouth to mouth, choking
  - 6. Emergency telephone numbers
- H. Household Sanitation
  - 1. Cleanliness
  - 2. Food Storage and Preservation
  - 3. Sanitation in the Kitchen
  - 4. Pest Control

IV. Clothing Care
- A. Repair
  - 1. Sewing on buttons, fasteners
  - 2. Ironing/sewing on patches
  - 3. Hemming
  - 4. Simple repairs
  - 5. Mending seams
  - 6. Simple alterations
- B. Laundering
  - 1. Use and care of laundry equipment (including energy conservation)
  - 2. Care labels
  - 3. Purchasing laundry aids
  - 4. Laundering procedures (including ironing)
  - 5. Stain removal
  - 6. Dry cleaning
  - 7. Seasonal storage

V. Personal Living Space
- A. Room Personality
  - 1. Furniture
  - 2. Accessories
  - 3. Color
- B. Areas
  - 1. Sharing a room
  - 2. Furniture arrangement
    - a. Study
    - b. Sleeping
    - c. Social
    - d. Dressing
- C. Storage
  - 1. Inexpensive
  - 2. Organization
- D. Room Care
  - 1. Daily
  - 2. Weekly
  - 3. Occasionally
- E. Room Revival
  - 1. Budget Decorating
    - a. Paint and paper
    - b. Fabric
  - 2. Simple Repairs
    - a. Electric cords
    - b. Faucet
    - c. Hole in the wall
    - d. Other
- F. Energy Conservation
  - 1. Follow the Sun
  - 2. Seasonal
  - 3. Day/night
  - 4. Preventing Waste
    - a. Drippy faucets
    - b. Rugs/carpet
    - c. Other

VI. Transportation
- A. Modes of Transportation
- B. Schedules
  - 1. Obtaining
  - 2. Interpreting
- C. Travel Etiquette
  - 1. Tips
  - 2. Manners
- D. Packing a Suitacase
- E. Bicycle
  - 1. Rules and regulations
  - 2. Maintenance

CONCEPTUAL OUTLINE FOR BEING A FAMILY MEMBER

VII. Social Events and Leisure Time
- A. Social Skills
  - 1. Etiquette
    - a. Manners
    - b. Introductions
    - c. Social Correspondence
  - 2. Entertaining
    - a. Organizational skills
    - b. Budget
    - c. Refreshments
    - d. Activities
- B. Use of Leisure Time
  - 1. Considerations
    - a. Cost
    - b. Time
    - c. Skills
    - d. Age/health
    - e. Community resources/availability
  - 2. Family/Group/Individual
  - 3. Passive/Active
  - 4. Low-cost Activities

VIII. Pets
- A. Choosing a Pet
  - 1. Pet Selection
    - a. Cost
    - b. Type of animal
    - c. Facilities available
    - d. Evaluate needs of animals
  - 2. Method of obtaining pet
    - a. Newspaper
    - b. Pet store
    - c. Dog pound
    - d. Humane Society
- B. Caring for Your Pet
  - 1. Nutrition
  - 2. Health
  - 3. Grooming
  - 4. Safety
  - 5. Sanitation
  - 6. Legal responsibilities
- C. Learning More About Your Pet
  - 1. Obedience training
  - 2. Teaching tricks
- D. Parting From Your Pet
  - 1. Giving away
  - 2. Death

AREA; Being a Family Member

UNIT: I. Family Member Responsibilities

COMPETENCY: Define family and identify family tupes, needs, responsibilities, and ways of resolving family conflict.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Be aware of and illustrate examples of family differences and types.	1. Write the definition of "family."	1. Relate how change has influenced the past, present, and future of family as a unit of society.
2. Be conscious of needs of family members.	2. List ways our family needs are met.	2. Explain the importance of meeting family needs.
3. Define "role,""responsibility" and "privileges."	3. Identify family member roles, responsibilities, and privileges.	3. Identify and accept personal responsibilities to the family.
4. Identify family problems and interpersonal skills used to cope with them.	4. Explain differences between positive and negative ways of interacting with family members.	4. Select and demonstrate ways to deal positively with family conflict.

AREA; Being A Family Member

UNIT: II. Foods and Nutrition

COMPETENCY: Apply safe kitchen practices and knowledge of nutrition in planning and preparing snacks and simple meals.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Identify the basic four food groups, six basic nutrients and dietary guidelines. Realize the important role these three play on personal health and appearance.	1. Relate nutrition knowledge to daily dietary practices. Participates in applying nutrition basics to personal food choices.	1. Plan ways to improve individual nutrition habits.
2. Identifies common kitchen hazards and safe kitchen practices.	2. Summarize safe kitchen practices to prevent accidents and food poisoning.	2. Practice safe kitchen procedures to prevent accidents and food poisoning.
3. Recognize correct equipment use, measuring techniques, recipe usage and kitchen management.	3. Summarize and imitate correct equipment use, measuring techniques, recipe use, and kitchen management.	3. Independently performs correct kitchen management procedures.
4. Identify correct table manners and table setting.	4. Demonstrate correct table-setting and manners.	4. Select and use correct table-setting and manners in a variety of situations.
5. Observe use of food and nutrition knowledge in the preparation of snacks and simple meals.	5. Imitate correct usage of food and nutrition principles to prepare snacks and simple meals.	5. Apply correct usage of food and nutrition principles to prepare snacks and simple meals.

AREA; Being a Family Member

UNIT: III. Health and Safety

COMPETENCY: Summarize the basic components for maintaining family health and assess safety hazards, equipment, and procedures within the home envirnoment.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Recall the components for maintaining family physical fitness and health.	1. Relate ways families can adjust their life style to maintain physical fitness and health.	1. Assess own family's life-style for compnents for maintaining physical fitness.
2. List common safety hazards often found in various parts of the home.	2. Check own envirnoment for safety hazards.	2. Predict consequences of leaving hazards and suggest ways to correct the hazards.
3. Be familiar with safety equipment, security procedures, emergency drills and safe storage of hazardous materials.	3. Explain selection and use of safety equipment, security procedures, emergency drills, and safe storage.	3. Convey to others the use of safety equipment, security procedures, emergency drills, and safe storage of hazardous materials.
4. Be familiar with basic first aid procedures.	4. Practice first aid procedures under supervision.	4. Demonstrate basic first aid procedures appropriate for given situations.
5. Describe household sanitation procedures and their importance to family health.	5. Demonstrate selected sanitation procedures.	5. Evaluate family practices concerning household sanitation.

AREA; Being a Family Member

UNIT: IV. Clothing Care

COMPETENCY: Correctly care for clothing.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Observe procedures for repairing clothing.	1. Explain how to do simple repairs on clothing.	1. Demonstrate simple repairs on clothing.
2. Be familiar with steps for home laundry.	2. Demonstrate steps for home laundry.	2. Recognize and recommend solutions to typical laundry problems.

AREA; Being a Family Member

UNIT: V. Personal Living Space

COMPETENCY: Plan for comfort, storage, and privacy within personal living spaces of a home.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. List personal and family activities that take place in the various areas of a home.	1. Explain how room arrangement can facilitate family use of various areas.	1. Plan a furniture arrangement to give maximum use of the space.
2. Discuss the importance of privacy.	2. List ways privacy can be acheived in a home.	2. Identify problems with privacy in own home and suggest possible solutions.
3. Identify the importance of good storage areas.	3. Explain ways to maximize storage efficiency.	3. Choose ways to use storage efficiently in own home.
4. Be aware of basic housekeeping steps.	4. Explain steps for basic housekeeping.	4. Practice basic housekeeping steps to keep own room clean.
5. Brainstorm ways to "revive" a room.	5. Observe how to make simple household repairs.	5. Try a revival technique within own personal space.
6. Be aware of the need for energy conservation.	6. List ways to conserve energy.	6. Evaluate own home/family for practicing energy conservation practices.

AREA; Being a Family Member

UNIT: VI. Transportation

COMPETENCY: Select and effectively use modes of transportation to meet personal and family needs.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. List different modes of transportation available.	1. Explain how to access and successfully use transportation available.	1. Convey to others information helpful for using transportation.
2. Be familiar with acceptable travel etiquette.	2. Demonstrate correct travel etiquette.	2. Summarize correct travel etiquette.
3. Observe an efficient way to pack a suitcase.	3. Practice packing a suitcase.	3. Demonstrate to another person an efficient way to pack a suitcase.
4. Comprehends rules and regulations applying to bicycles. Recognizes methods and resources for bicycle maintenance.	4. Convey to others the safe and correct use of bicycles for transportation. Demonstrates care and maintenance of a bicycle.	4. Assumes responsibility for following bicycle rules and regulations.

AREA; Being a Family Member

UNIT: VII. Social Events and Leisure Time

COMPETENCY: Plan social and leisure time activities.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Recognize the importance of developing and using acceptable social skills.	1. Identify organizational skills necessary for entertaining.	1. Demonstrate social and organizational skills in the implementation of a social event.
2. Compile a list of factors that influence a person's choice of leisure time activities.	2. Categorize leisure time activities according to group vs. individual, passive vs. active, and give the estimated cost.	2. Create a plan for use of personal leisure time. Explore a possible new leisure time activity.

AREA; Being a Family Member

UNIT: VIII. Pets

COMPETENCY: Recognize the responsibilities and rewards of pet ownership.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. List factors to consider in pet selection.	1. Identify various ways of obtaining pets.	1. Discuss responsibilities of pet ownership.
2. Recognize the importance of caring for and having a healthy pet.	2. Explain techniques for pet care.	2. Convey to others pet care responsibilities.
3. Develop an appreciation for pet training procedures.	3. Observe pet training procedures.	3. Practice pet training procedures.
4. Discuss reasons for getting rid of a pet.	4. Discuss the emotional consequences of parting with a pet.	4. Explore community services available for helping pet owners part with pets.

AREA: Being a Family Member

UNIT: I. Family Member Responsibilities

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Be aware of an illustrate examples of family differences and types.	1. Write the definition of "family."	1. Relate how change has influenced the past, present, and future of family as a unit of society.
2. Be conscious of needs of family members.	2. List ways our family needs are met.	2. Explain the importance of meeting family needs.
APPROPRIATE LEARNING ACTIVITIES:		
--Compare T.V. families --Collages of different family groupings --Reading --Collages of basic needs --Class discussion	--Reading --Class discussion --Brainstorming --Make posters	--Class discussion --Small group activity --Write about the family of 50 years ago, now and 50 years from now. Differences? Why? --Case studies
EVALUATION METHODS:		
--Participation	--Test --Participation	--Completion of activity

AREA: Being a Family Member

UNIT: I. Family Member Responsibilities

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
3. Define "role," "reponsibility," and "privileges."	3. Identify family member roles, responsibilities, and privileges.	3. Identify and accept personal responsibilities to the family.
4. Identify family problems and interpersonal skills used to cope with them.	4. Explain differences between positive and negative ways of interacting with family members.	4. Select and deomonstrate ways to deal positively with family conflict.
APPROPRIATE LEARNING ACTIVITIES:		
--Reading --Class discussion --Brainstorming --Small group activity --"Dear Abbey" letters --Guest speaker	--Small group activity --Role play positive and negative responses --Class discussion --Film/filmstrip	--Small group activities --Make "coupons" selecting family responsibilities to improve on --Sign contract with parents to meet selected responsibilities in exchange for selected privileges. --Case studies/role play --Conflict simulation game
EVALUATION METHODS:		
--Quiz --Open-ended statements --Pre-and Post- Attitude Survey	--Quiz --Write a positive and negative response to given situations --Participation	--Participation --Completion of activity

AREA: Being a Family Member

UNIT: II. Foods and Nutrition

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Identify the basic four food groups, six basic nutritents and dietary guidelines. Realize the important role these three play on personal health and appearance.	1. Relate nutrition knowledge to daily dietary practices. Participates in applying nutrition basics to personal food choices.	1. Plan ways to improve individual nutrition habits.
APPROPRIATE LEARNING ACTIVITIES:		
--Nutrition games --Films/filmstrips --VCR --Computer programs --Readings --Class discussion --Guest speakers	--Diary of eating --Plan meals and snacks --Computer programs --Graph nutrition of daily food choices or common food choices	--Make personal plans for improvement --Case studies --Meal plans
EVALUATION METHODS:		
--Test --Completions of activity --Participation --Worksheets	--Completion of assignments --Participation --Test	--Completed assignments --Attitude survey

AREA: Being A Family Member

UNIT: II. Foods and Nutrition

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
2. Identifies common kitchen hazards and safe kitchen practices.	2. Summarize safe kitchen practices to prevent accidents and food poisoning.	2. Practice safe kitchen procedures to prevent accidents and food poisoning.
3. Recognize correct equipment use, measuring techniques, recipe usage, and kitchen management.	3. Summarize and imitate correct equipment use, measuring techniques, recipe use, and kitchen management.	3. Independently performs correct kitchen management procedures.
4. Identify correct table manners and table setting.	4. Demonstrate correct table-setting and manners.	4. Select and use correct table-setting and manners in a variety of situations.
APPROPRIATE LEARNING ACTIVITIES:		
--Kitchen search --Demonstration --Laboratory experiences --Worksheets/listening guides --Filmstrips	--Laboratory experiences --Case studies --Student demonstrations	--Laboratory experiences --Home assignments
EVALUATION METHODS:		
--Games, puzzles --Participation --Completed assignments --Tests	--Checklists --Peer evaluation sheets --Self checks --Spot checks on skills --Tests	--Parent evaluation sheets and verification --Spot checks on skills

AREA: Being a Family Member

UNIT: II. Foods and Nutrition

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
5. Observe use of food and nutrition knowledge in the preparation of snacks and simple meals.	5. Imitate correct usage of food and nutrition principles to prepare snacks and simple meals.	5. Apply correct usage of food and nutrition principles to prepare snacks and simple meals.
APPROPRIATE LEARNING ACTIVITIES:		
--Demonstration --VCR --Filmstrip --Field trip --Guest speaker	--Laboratory experiences --Student demonstration	--Laboratory experiences --Home assignments
EVALUATION METHODS:		
--Listening sheets --Participation --Assignments completed	--Checklists --Spot check of skills --Participation	--Parent verification --Checklist --Participation

AREA: Being a Family Member

UNIT: III. Health and Safety

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Recall the components for maintaining family physical fitness and health.	1. Relate ways families can adjust their lifestyle to maintain physical fitness and health.	1. Assess own family's lifestyle for components for maintaining physical fitness.
APPROPRIATE LEARNING ACTIVITIES:		
--Class discussion --Make posters or bumper stickers --Film/filmstrip --Small group activity	--Class discussion --Guest speaker --Filmstrip --Create radio/TV mini spot	--Checklists --Diary/log
EVALUATION METHODS:		
--Participation --Quiz --Completed assignment	--Listening guide --Essay --Completed worksheet	--Completion of activity

AREA: Being A Family Member

UNIT: III. Health and Safety

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
2. List common safety hazards often found in various parts of the home.	2. Check own envirnoment for safety hazards.	2. Predict consequences of leaving hazards and suggest ways to correct the hazards.
3. Be familiar with safety equipment, security procedures, emergency drills and safe storage of hazardous materials.	3. Explain selection and use of safety equipment, security procedures, emergency drills, and safe storage.	3. Convey to others the use of safety equipment, security procedures, emergency drills, and safe storage of hazardous materials.
APPROPRIATE LEARNING ACTIVITIES:		
--Spot hazards in a picture --Fire department guest speaker --small group activity --Film/filmstrip	--Checklist --Student presentations --Make informational posters, skits, radio/TV spots, grocery bag stuffers	--Case studies --Make informational posters, skits, radio/TV spots, bulletin boards, etc.
EVALUATION MTHODS:		
--Participation --Listening guide	--Essay test --Completion of activity --Participation	--Completion of project

AREA: Being A Family Member

UNIT: III. Health and Safety

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
4. Be familiar with basic first aid procedures.	4. Practice first aid procedures under supervision.	4. Demonstrate basic first aid procedures appropriate for given situations.
5. Describe household sanitation procedures and their importance to family health.	5. Demonstrate selected sanitation procedures.	5. Evaluate family practices concerning household sanitation.
APPROPRIATE LEARNING ACTIVITIES:		
--Demonstration --Film/filmstrip --Guest speakers --Reading	--Student presentation --Laboratory	--Case studies/role play --Checklist
EVALUATION METHODS:		
--Participation --Listening guides	--Checklists --Spot check of procedures for sanitation --Participation	--Checklists --Completion of assignment

AREA: Being a Family Member

UNIT: IV. Clothing Care

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Observe procedures for repairing clothing.	1. Explain how to do simple repairs on clothing.	1. Demonstrate simple repairs on clothing
2. Be familiar with steps for home laundry.	2. Demonstrate steps for home laundry.	2. Recognize and recommend solutions to typical laundry problems.
APPROPRIATE LEARNING ACTIVITIES:		
--Demonstration --Film/filmstrip --VCR --Computer program	--Student practice activity --Student demonstration --Student take turn at doing job for class	--Complete simple repairs on clothing --Case studies --Home assignments
EVALUATION METHODS:		
--Participation --Listening guide	--Checklist --Worksheet	--Parent verification --Checklist --Correctly solve laundry problem

AREA: Being A Family Member

UNIT: V. Personal Living Space

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. List personal and family activities that take place in the various areas of a home.	1. Explain how room arrangement can facilitate family use of various areas.	1. Plan a furniture arrangement to give maximum use of the space.
2. Discuss the importance of privacy.	2. List ways privacy can be acheived in a home.	2. Identify problems with privacy in own home and suggest possible solutions.
3. Identify the importace of good storage areas.	3. Explain ways to maximize storage efficiency.	3. Choose ways to use storage efficiently in own home.
APPROPRIATE LEARNING ACTIVITIES:		
--Reading --Personal or family survey --Lecture/class discussion --Guest speaker	--Make a list of how teens can achieve privacy --Guest speakers --Collect and display pictures that demonstrate various storage ideas	--Room arrangement assignment --Draw own room and make suggestions for change to maximize privacy and storage
EVALUATION METHODS:		
--Worksheet	--Worksheet/listening guide --Quiz	--Completed room arrangement --Checklist for student and teacher evaluation --Case study

AREA: Being a Family Member

UNIT: V. Personal Living Space

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
4. Be aware of basic housekeeping steps.	4. Explain steps for basic housekeeping.	4. Practice basic housekeeping steps to keep own room clean.
5. Brainstorm ways to "revive" a room	5. Observe how to make simple household repairs.	5. Try a revival technique within own personal space.
APPROPRIATE LEARNING ACTIVITIES:		
--film/filmstrip --Small group discussion --Lecture discussion	--Film/filmstrip --Demonstration --Inter-disciplinary unit with Industrial Arts (shop) --Housekeeping guest speaker	--Laboratory experience --Home assignment
EVALUATION METHODS:		
--Worksheet --Word games or puzzles	--Listening guide	--Parent verification --Checklist

AREA: Being a Family Member

UNIT: V. Personal Living Space

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
6. Be aware of the need for energy conservation.	6. List ways to conserve energy.	6. Evaluate own home/family for practicing energy conservation practices.
APPROPRIATE LEARNING ACTIVITIES:		
--"Energy Wasters" picture hunt --Discussion/lecture --Reading --Film/filmstrip	--Small group discussion --Guest speaker --Reading	--Checklist --Attitude survey
EVALUATION METHODS:		
--Attitude survey --Worksheet	--Completed list --Quiz	--Completion of assignment

AREA: Being a Family Member

UNIT: VI. Transportation

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. List different modes of transportation available.	1. Explain how to access and successfully use transportation available.	1. Convey to others information helpful for using transportation.
2. Be familiar with acceptable travel etiquette.	2. Demonstrate correct travel etiquette.	2. Summarize correct travel etiquette.
3. Observe an efficient way to pack a suitcase.	3. Practice packing a suitcase.	3. Demonstrate to another person an efficient way to pack a suitcase.
APPROPRIATE LEARNING ACTIVITIES:		
--Small group discussion --Group brainstorming --Lecture/ discussion --Demonstration --VCR --Word games/puzzles	--Case studies/ role play --Use schedules and other information necessary to use transportation --Small group practice with suitcase packing	--Student demonstrations --Posters --Information pages to be distributed
EVALUATION METHODS:		
-- Participation --Worksheets	--Participation --Essay quiz --Listening guides	--Completion of activity --Checklist

AREA: Being a Family Member

UNIT: VI. Transportation

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
4. Comprehends rules and regulations applying to bicycles. Recognizes methods and resources for bicycle maintenance.	4. Convey to others the safe and correct use of bicycles for transportation. Demonstrates care and maintenance of a bicycle.	4. Assumes responsibility for following bicycle rules and regulations.
APPROPRIATE LEARNING ACTIVITIES:		
--Guest speakers: police, bike shop --Films/filmstrip	--Bike safety fair for younger children --Demonstrate bike maintenance to class in small groups. --Run an information seminar for fellow students --Write information sheets or an article for school newspaper about bicycle safety/ maintenance.	--Attitude survey --Bike traffic court for school --Parent fill out checklist or evaluation sheet on student --Student sign contract to carefully follow bicycle rules
EVALUATION METHODS:		
--Quiz --Listening guides	--Participation --Checklist --Completion of activity	--Participation --Completed activity

AREA: Being a Family Member

UNIT: VII. Social Events and Leisure Time

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Recognize the importance of developing and using acceptable social skills.	1. Identify organizational skills necessary for entertaining.	1. Demonstrate social and organizational skills in the implementation of a social event.
2. Compile a list of factors that influence a person's choice of leisure time activities.	2. Categorize leisure time activities according to group vs. individual, passive vs. active, and give the estimated cost.	2. Create a plan for use of personal leisure time. Explore a possible new leisure time activity.
APPROPRIATE LEARNING ACTIVITIES:		
--Case studies/ role play --Group discussion --Survey --Values identification activities	--Work through steps for entertaining --Guest speaker --Make a directory of leisure time activities	--Plan and give a social event --Home assignment --Worksheet on use of leisure time --Guest speaker demonstrating leisure time activity --Field trip
EVALUATION METHODS:		
--Participation --Worksheets --Quiz	--Completion of activity --Worksheets	--Participation --Completion of activity --Check sheet

AREA: Being a Family Member

UNIT: VIII. Pets

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. List factors to consider in pet selection	1. Identify various ways of obtaining pets.	1. Discuss responsibilities of pet ownership.
2. Recognize the importance of caring for and having a healthy pet.	2. Explain techniques for pet care.	2. Convey to others pet care responsibilities.
3. Develop an appreciation for pet training procedures.	3. Observe pet training procedures.	3. Practice pet training procedures.
4. Discuss reasons for getting rid of a pet.	4. Discuss the emotional consequences of parting with a pet.	4. Explore community services available for helping pet owners part iwth pets.
APPROPRIATE LEARNING ACTIVITIES:		
--Guest speaker --Lecture / class discussion --Readings --Film/filmstrip	--Pet fair/show --Student demonstrations/ presentations --Guest speakers --Readings --Class discussion/lecture --Field trip --Make a pet care information booklet	--Student demonstration/ presentation --Make posters --Write newspaper articles --Field trip --Attend dog obedience class --T.V./radio spot --Make a pet care directory
EVALUATION METHODS:		
--Listening sheets --Attitude survey	--Quiz --Completion of activity --Participation	--Participation --Completion of activity --Listening sheets --Checklist --test

CONCEPTUAL OUTLINE FOR ING A CONSUMER

I. Decision Making
- A. Values
  - 1. Definition
  - 2. Sources
    - a. family
    - b. community
    - c. peers
    - d. media
  - 3. Understanding Values
    - a. indicators
    - b. choices(wants & needs)
    - c. conflict
    - d. changing
  - 4. Behavior, Actions & Consequences
- B. Goals
  - 1. Definition
  - 2. Setting Goals
    - a. short term
    - b. long term
- C. Problem solving
  - 1. Steps
    - a. identify the problem
    - b. gather information
    - c. think through choices
    - d. make a choice and act on it
    - e. accept responsibility for decision
  - 2. Problems with problem solving
    - a. refusing to face a problem
    - b. fear of making mistakes
    - c. being unable to take action
    - d. taking advice

II. Resource Management
- A. Money
  - 1. Sources
  - 2. Spending Money
    - a. priorities
    - b. saving
    - c. credit
    - d. record keeping
      - 1. Check writing/ endorsing
      - 2. simple receipts
- B. Time
  - 1. Assessment and limits
  - 2. Prioritize
  - 3. Organize
  - 4. Delegate and act
  - 5. Evaluate
- C. Energy
  - 1. Types
    - a. human
    - b. non-human
  - 2. Characteristics
    - a. limited
    - b. interchangeable
    - c. multi-use
    - d. renewable
  - 3. Responsibility
    - a. luxury
    - b. necessity

III. Shopping Skills
- A. Advertising
  - 1. Purpose
  - 2. Kinds
  - 3. Psychology of advertising
  - 4. Advantages & Disadvantages
- B. Places to Shop
  - 1. Specialty
  - 2. Department
  - 3. Convenience
  - 4. Discount
  - 5. Warehouse
  - 6. Catalog
  - 7. Second Hand
  - 8. Mail
  - 9. Other
- C. Labels & Consumer terms
  - 1. Legislation
  - 2. Information
  - 3. Terms
- D. Techniques(shopping/selling)
  - 1. Location of products
  - 2. Coupons
  - 3. Advertising/displays
  - 4. Special offers/Freebies
  - 5. Door to door
  - 6. Mail order
  - 7. High pressure
  - 8. Peer pressure
  - 9. Impulse buying/list
  - 10. Comparative shopping
- E. Consumer Rights and Responsibilities
  - 1. Courtesy
    - a. handling merchandise
    - b. handling complaints/ returns
    - c. shopping/restaurant/ etiquette
  - 2. Protection
    - a. Agencies/Legislation
    - b. Warranties
    - c. Better Business Bureau
    - d. Small claims court
  - 3. Shop Lifting

AREA; Being a Consumer

UNIT: I. Decision Making

COMPETENCY: Define "values" and "goals" and recognize their importance to the problem solving/ decision making process.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Define "values" and "goals."	1. Explain how values are related to goals and how they both affect decision making.	1. Clarify personal values and list some short-and long-term personal goals.
2. Identify the steps in the decision making process.	2. Discuss benefits of using the process and possible consequences of not using it.	2. Use the decision making process to make a personal decision.

AREA; Being a Consumer

UNIT: II. Resource Management

COMPETENCY: Recognize personal role in managing family resources.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Identify the major family resources--time, money, and human and non-human energy.	1. Discuss the importance of managing these resources and the trade-offs this often involves.	1. Create a personal spending and/or time use plan. Compile a list of ways conserve non-human energy resources.

AREA; Being A Consumer

UNIT: III. Shopping Skills

COMPETENCY: Apply the knowledge of advertising, consumer rights and responsibilities, and labeling when making personal consumer choices.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. State the purpose of advertising and how consumer choices are influenced by it.	1. Identify various advertising techniques.	1. Analyze media advertising to identify the technique used.
2. Identify required and optional information found on labels.	2. Explain how consumers can effectively use label information.	2. Use label information when making consumer choices.
3. List consumer rights and responsibilities.	3. Explain the role of consumer protection agencies.	3. Apply knowledge of consumer rights and responsibilities.
4. List different places and ways to shop.	4. Explain how businesses selling techniques and people influence consumer choices.	4. Apply comparative shopping skills.

AREA: Being a Consumer

UNIT: I. Decision Making

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Define "values," and "goals."	1. Explain how values are related to goals and how they both affect decision making.	1. Clarify personal values and list some short-and long-term personal goals.
2. Identify the stops in the decision making process.	2. Discuss benefits of using the process and possible consequences of not using it.	2. Use the decision making process to make a personal decision.
APPROPRIATE LEARNING ACTIVITIES:		
--Reading --Film/filmstrip --Class discussion --Values games --Decision making game --FHA activities	--Filmstrip --Reading --Class discussion --Simulation game	--Values games --Goal identification exercises --Worksheets --Problem solving situations
EVALUATION METHODS:		
--Participation --Completed worksheets --Quiz	--Quiz --Completed worksheets	--Completion of activities

AREA: Being a Consumer

UNIT: II. Resource Management

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1, Identify the major family resources--time, money, and human and non-human energy.	1. Discuss the importance of managing these resources and the trade-offs this often involves.	1. Create a personal spending and/or time use plan. Compile a list of ways to conserve non-human energy resources.
APPROPRIATE LEARNING ACTIVITIES:		
--Reading --Brainstorming --Class discussion --Bulletin board display	--Film/filmstrip --Class discussion --Case studies --Small group discussion	--Worksheet --Group assignments to create lists
EVALUATION METHODS:		
--Quiz	--Participation --Essay test --Completion of activity	--Completion of activity --Checklist for spending/time use plan

AREA: Being a Consumer

UNIT: III. Shopping Skills

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. State the purpose of advertising and how consumer choices are influenced by it.	1. Identify various advertising techniques.	1. Analyze media advertising to identify the technique used.
APPROPRIATE LEARNING ACTIVITIES:		
--Film/filmstrip --Reading --Game --Class discussion --Computer programs	--Worksheet --Watch ads for characteristics --Collect written ads --Reading --Class presentations	--Categorize collected ads --Worksheets --Make up ads to demonstrate each advertising technique
EVALUATION METHODS:		
--Participation --Quiz --Completed worksheet	--Completion of activity --Checklist --Participation	--Completion of activity --Quiz

AREA: Being a Consumer

UNIT: III. Shopping Skills

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
2. Identify required and optional information found on labels.	2. Explain how consumers can effectively use label information.	2. Use label information when making consumer choices.
APPROPRIATE LEARNING ACTIVITIES:		
--Film/filmstrip --Reading --Labeling game --Computer program	--Labeling Activity --Worksheet	--Labeling Activity --Shopping home assignment (label comparison) --Store comparisons
EVALUATION METHODS:		
--Quiz --Completed activity --Worksheets	--Quiz --Completed activity	--Participation --Varification of home assignment --Checklist for labeling activity --Case Study

AREA: Being a Consumer

UNIT: III. Shopping Skills

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
3. List onsumer rights and repsonsibilities.	3. Explain the role of consumber protection agencies.	3. Apply knowledge of consumer rightsand responsibilities.
4. List idfferent places and ways to shop.	4. Explain how businesses' selling techniques and people influence consumer choices.	4. Apply comparative shopping skills.
APPROPRIATE LEARNING ACTIVITIES:		
--Class discussion --Brainstroming --Small Group Activities --Worksheets	--Reading --Film/filmstrip --Guest speaker --Interviews	--Write a letter to a manufacturer or business --Analyze warranties --Activities using comparitive shopping skills
EVALUATION METHODS:		
--Participation --Completed lists	--Worksheets/listening guides --Essay test --Create TV mini spots showing understanding of material	--Completion of activity

CONCEPTUAL OUTLINE FOR BECOMING EMPLOYABLE

I. Employment Skills
   A. Job Opportunities
      1. How jobs meet people's needs
      2. Job Availability
      3. Self-employment

   B. Obtaining a Job
      1. Leads on Jobs
      2. Personal Qualities
      3. Simple applications and resumes
      4. Interviewing skills

   C. Maintaining a Job
      1. Employer/Employee Responsibilities
      2. Employer/Employee Relationships

II. Clothing Assembly Line/Alterations
   A. Equipment
      1. Use
      2. Care

   B. Following Directions
      1. Verbal
      2. Written
      3. Visual

   C. Assembly Line Procedure
      1. Individual jobs
      2. Quality control

   D. Marketing and Selling Techniques
      1. Target group
      2. Determine cost
      3. Advertising

   E. Simple Repair, Alterations and Decorating
      1. Buttons, fasteners
      2. Hems
      3. Seams
      4. Mending

   F. Construction Techniques
      1. Choosing a project/cost
      2. Reading and understanding directions
      3. Choosing fabric and notions
      4. Use and care of sewing equipment
         a. sewing tools
         b. sewing machine
      5. Management in construction
         a. organization of time and work
         b. safety
      6. Construction methods
         a. pinning
         b. cutting
         c. marking
         d. pressing
         e. hand sewing
         f. machine stitching

III. Child Care and Babysitting
- A. Job Opportunities
  - 1. Babysitting
  - 2. Day-care helpers
  - 3. Mother's helpers
  - 4. Camp (summer) helper
  - 5. School aides
  - 6. Others
- B. General Characteristics of Children of Different Ages
  - 1. Stages of development
    - a. infants
    - b. toddlers
    - c. preschool
    - d. early elementary
  - 2. Areas of development
    - a. physical
    - b. behavioral
    - c. social
- C. Safety/First Aid
  - 1. Indoor
  - 2. Outdoor
  - 3. Dealing with strangers
  - 4. Personal safety of sitter
- D. Responsibilities
  - 1. Sitter
  - 2. Employer
  - 3. Business Agreements
    - a. fees
    - b. transportation
    - c. other
- E. Selection of Activities
  - 1. Considerations
    - a. safety
    - b. ages
    - c. multiple uses
    - d. TV programs
  - 2. Planning activities
    - a. music
    - b. art
    - c. science
    - d. kiddie food and nutrition
    - e. story telling

IV. Yards and Plants
- A. Job and Careers
  - 1. Commercial
  - 2. Personal
  - 3. Careerss helpers
    - a. nursery/florist
    - b. landscape
    - c. maintenance
  - 4. Training
- B. Selling Your Service
- C. Indoor Gardening
  - 1. Knowing plants
  - 2. Watering and feeding
  - 3. Light and soil
- D. Outdoor Gardening
  - 1. Knowing plants
  - 2. Mowing
    - a. care and operation of equipment
    - b. safety
  - 3. Fertilizers and pesticides
    - a. safety
    - b. use
  - 4. Watering
  - 5. Conservation and ecology concerns
- E. Employer/Employee Concerns
  - 1. Fees
  - 2. Working conditions
  - 3. Responsibility-liability

V. Pet Care Opportunities
- A. Job Possibilities
  - 1. Pet store
  - 2. Pet sitting
  - 3. Vet assistant
  - 4. Kennel
  - 5. Animal shelter
  - 6. Other
- B. Establishing fees for pet care
  - 1. Walking
  - 2. Bathing and grooming
  - 3. Pet sitting

VI. Food Service
- A. Careers in Food Service
  - 1. Job opportunities
    - a. Home based
    - b. Commercial
  - 2. Training
  - 3. Types of food service
- B. Organization of Management
  - 1. Selection of product menu
    - a. Nutritional values
    - b. Compatability of foods
  - 2. Figuring costs
    - a. Supplies
    - b. Profit
  - 3. Duties and responsibilities of personnel
    - a. Management
    - b. Front house
    - c. Back house
  - 4. Selecting personnel
    - a. Appearance
    - b. Qualifications
    - c. Applications
    - d. Interviews
- C. Preparation of Food Product
  - 1. Safety and sanitation
  - 2. Equipment
  - 3. Preparation skills
- D. Training Opportunities in Food Service
  - 1. On the job
  - 2. Vocational school
  - 3. College-University
  - 4. Specialty schools

VII. Housekeeping
- A. Job Opportunities
  - 1. House-sitting
  - 2. General cleaning
  - 3. Hotel/Motel
  - 4. Specialized cleaning
  - 5. Others
- B. Responsibilities and Agreements of Employee/Employer
  - 1. Specifying tasks
  - 2. Setting fees
- C. Cleaning Products and Equipment
  - 1. Purpose
  - 2. Use
  - 3. Safety
- D. Basic Cleaning Tasks
  - 1. Sweeping, mopping
  - 2. Vacuuming
  - 3. Windows/mirrors
  - 4. Dusting
  - 5. Changing and making beds
  - 6. Dishes and kitchen tasks
  - 7. Cleaning bathrooms
  - 8. Others

AREA; Becoming Employable

UNIT: I. Employment Skills

COMPETENCY: Explain steps for obtaining a job and the traits of a good employee.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Brainstorm jobs available to young teens.	1. Discuss considerations for choosing job opportunities.	1. Compile a list of current job opportunities for teens within the community.
2. Be familiar with steps to be taken for obtaining a job.	2. Practice filling out a basic job application/resume.	2. Practice interviewing skills.
3. Identify employee responsibilities and the relationship to the employer.	3. Distinguish between positive and negative employee work habits.	3. Convey to others the work habits of a good employee.

AREA; Becoming Employable

UNIT: II. Clothing Assembly Line / Alterations

COMPETENCY: Follow directions and basic sewing techniques for the construction of a simple project.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Be familiar with the safe and correct use and care of sewing equipment.	1. Willingly practice the safe and correct use and care of sewing equipment.	1. Uses sewing equipment correctly to make a sewing project.
2. Be familiar with various sewing techniques.	2. Follow verbal and written directions to practice chosen sewing techniques.	2. Choose appropriate sewing techniques for the construction of a project.
3. Identify jobs involved with mass production and marketing.	3. Choose a product and develop a plan for production, marketing, and selling.	3. Create a project using assemble line process and market the product following a plan.

AREA; Becoming Employable

UNIT: III. Child Care and Babysitting

COMPETENCY: Assume responsibilities for the care of children.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Identify the various jobs related to child care.	1. Explain the responsibilities of the child care provider and the employer.	1. Compile information helpful to a child care provider on the job.
2. Be aware that children grow and develop at their own rate but following an established pattern.	2. Distinguish the differences of the developmental stages.	2. Observe and categorize developmental differences between children of different ages.
3. List potential hazards to the children and the sitter.	3. Discuss how to handle emergencies including those requiring first aid.	3. Select an appropriate way to handle given child care emergencies.
4. Recall considerations in selecting toys, games, and activities for children.	4. Evaluate a variety of children's toys, games, or activities for safety and appropriateness.	4. Select, plan and demonstrate an appropriate activity to use with children.

AREA; Becoming Employable

UNIT: IV. Yards and Plants

COMPETENCY: Practice basic plant care skills.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Be familiar with various plant-related jobs/careers.	1. Discuss ways of obtaining a plant-related job/career.	1. Interview someone working in a plant-related job/career.
2. Recognize common houseplants.	2. Explain the care of common houseplants.	2. Cultivate a houseplant.
3. Identify common outdoor plants.	3. Explain basic care of outdoor plants.	3. Explain safe operation and care of trimming and mowing equipment.

AREA; Becoming Employable

UNIT: V. Pet Care Opportunities

COMPETENCY: Be familiar with careers related to pet care.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Identify job opportunities in pet care.	1. Compare local services available for pet care.	1. Design a promotional device for providing pet care services.

AREA: Becoming Employable

UNIT: VI. Food Service

COMPETENCY Discuss jobs/careers available in the food service industry and explain the basic steps for setting up a food service operation.

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY: The student will		
1. Be familiar with the wide variety of jobs available in the food service industry.	1. Discuss the different training opportunities available for food service.	1. Explore different food service jobs and/or training opportunities available in the community.
2. Be familiar with the different aspects of management in food service.	2. Explain how to select a menu, figure costs, and organize personnel in a food enterprise.	2. Participate in a model food service operation.
3. Be aware of important factors in the preparation of commercial food products.	3. Observe correct food preparation procedures.	3. Practice under supervision correct food preparation procedures.

AREA: Becoming Employable

UNIT: VII. Housekeeping

COMPETENCY: Be able to perform basic cleaning tasks and discuss jobs that use these skills.

LEVEL I	LEVEL II	LEVEL III
1. Recognize job opportunities within the field of housekeeping.	1. Explain the responsibilities of the employer and those of the employee.	1. Explore different housekeeping jobs within the community.
2. Be familiar with the cleaning products and equipment often used.	2. Observe the correct use of products and equipment.	2. Apply the appr opriate cleaning products and equipment for a specified task.
3. List cleaning tasks often performed by the housekeeper.	3. Observe the correct procedure for doing selected housekeeping tasks.	3. Imitate the basic cleaning tasks as demonstrated

AREA: Becoming Employable

UNIT: I. Employment Skills

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Brainstorm jobs available to young teens.	1. Discuss considerations for choosing job opportunities.	1. Compile a list of current job opportunities for teens within the community.
2. Be familiar with steps to be taken for obtaining a job.	2. Practice filling out a basic job application/resume.	2. Practice interviewing skills.
3. Identify employee responsibilities and the relationship to the employer.	3. Distinguish between positive and negative employee work habits.	3. Convey to others the work habits of a good employee.
APPROPRIATE LEARNING ACTIVITIES:		
--Small group discussion --Lecutre/discussion --Attitude survey --Guest speakers --Reading --Film/filmstrip --Panel discussion	--Lecture/discussion --Sample applications/resumes --Guest speakers --Panel discussion	--Create a "Help wanted" board --Interviewing practice --Guest speakers --Posters of good/bad work habits --Role play good/bad work habits
EVALUATION METHODS:		
--Participation --Worksheets --Quiz	--Quiz --Participation --Complete activity	--Completed activity --Participation --Rating scale

AREA: Becoming Employable

UNIT: II. Clothing Assembly Line / Alterations

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Be familiar with the safe and correct use and care of sewing equipment.	1. Willingly practice the safe and correct use and care of sewing equipment.	1. Uses sewing equipment correctly to make a sewing project.
2. Be familiar with various sewing techniques.	2. Follow verbal and written directions to practice chosen sewing techniques.	2. Choose appropriate sewing techniques for the construction of a project.
3. Identify jobs involved with mass production and marketing.	3. Choose a product and develop a plan for production, marketing, and selling.	3. Create a project using assemble line process and market the product following a plan.
APPROPRIATE LEARNING ACTIVITIES:		
--Demonstration --Film/filmstrip --VCR --Field trip --Guest speaker	--Laboratory: small personal projects to practice skills or practice exercises and an assembly line project to sell	--Laboratory
EVALUATION METHODS:		
--Test --Listening sheets --Participation	--Participation --Spot check skills with a checklist --Test over equipment	--Participation --Self, peer, and teacher evaluation sheets

AREA: Becoming Employable

UNIT: III. Child Care and Babysitting

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Identify the various jobs related to child care.	1. Explain the responsibilities of the child care provider and the employer.	1. Compile information helpful to a child care provider on the job.
2. Be aware that children grow and develop at their own rate but following an established pattern.	2. Distinguish the differences of the developmental stages.	2. Observe and categorize developmental differences between children of differend ages.
APPROPRIATE LEARNING ACTIVITIES:		
--Reading --Film/filmstrip --Lecture/discussion --VCR --Guest speaker --Observation of children	--Worksheets --Student presentation --Small group activities --Make informational posters	--Make informational booklet/ manual --Worksheets --Observe children --Play school
EVALUATION METHODS:		
--Worksheets --Test --Completion of activity	--Participation --Completion of activity --Test	--Completion of activity --Checklist

AREA: Becoming Employable

UNIT: III. Child Care and Babysitting

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
3. List potential hazards to the children and the sitter.	3. Discuss how to handle emergencies including those requiring first aide.	3. Select an appropriate way to handle given child care emergencies.
4. Recall considerations in selecting toys, games, and activities for children.	4. Evaluate a variety of children's toys, games, or activities for safety and appropriateness.	4. Select, plan and demonstrate an appropriate activity to use with children.
APPROPRIATE LEARNING ACTIVITIES:		
--Find hazards in a picture --Small group discussion --Film/filmstrip	--Student demonstration/ presentation --Film/filmstrip --Small group activites --Case studies --Worksheets --Readings --Guest speakers --Display good toys for different age groups --Judging activity (similar to 4-H)	--Case studies/ role play --Play school --Small group activities --Student presentations
EVALUATION METHODS:		
--Test --Worksheet / listening guide	--Test --Completed activity	--Complete activity --Checklist --Test

AREA: Becoming Employable

UNIT: IV. Yards and Plants

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Be familiar with various plant-related jobs/careers.	1. Discuss ways of obtaining a plant-related job/ career.	1. Interview someone working in a plant-related job/ career.
2. Recognize common houseplants.	2. Explain the care of common houseplants.	2. Cultivate a houseplant.
3. Identify common outdoor plants.	3. Explain basic care of outdoor plants.	3. Explain safe operation and care of trimming and mowing equipment.
APPROPRIATE LEARNING ACTIVITIES:		
--Guest speakers --Field trip --Lecture/ discussion --Make inormation booklet	--Lecture/ discussion --Demonstration --VCR --Film/filmstrip --Make information booklet	--Laboratory --Interview assignment --Guest speaker --Field trip
EVALUATION METHODS:		
--Participation --Test --Completion of activity	--Participation --Worksheets --Completed assignment	--Participation --Completed assignment

AREA: Becoming Employable

UNIT: V. Pet Care Opportunities

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Identify job opportunities in pet care.	1. Compare local services available for pet care.	1. Design a promotional device for providing pet care services.
APPROPRIATE LEARNING ACTIVITIES:		
--Brainstorming --Guest speakers --Interviews of people in jobs --Compile a list from phone book and newspaper ads	--Comparison charts --Phone interviews --Class discussion	--Collect and display promotional materials from community businesses --work with art department to design a promotional device.
Evaluation Methods:		
--list of jobs completed --participation in class	--completed comparison charts --Worksheets completed --Essay --class participation	--Completed display or promotional device

AREA: Becoming Employable

UNIT: VI. Food Service

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Be familiar with the wide variety of jobs available in the food service industry.	1. Discuss the different training opportunities available for food serve.	1. Explore different food service jobs and/or training opportunities available in the community.
APPROPRIATE LEARNING ACTIVITIES:		
--Lecture/discussion --Film/filmstrip --Guest speakers --Panel --Field trip --Reports	--Guest speakers --Film/filmstrip --Reports	--Field trips --Interviews --Reports --"Jobs available" Bulletin Board
EVALUATION METHODS:		
--Quiz --Worksheets	--Student presentations --Checklist --Listening guide --Quiz	--Completed activity --Listening guide

AREA: Becoming Employable

UNIT: VI. Food Service

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
2. Be familiar wit the different aspects of managment in food service.	2. Explain how to select a menu, figure costs, and organize personnel in a food enterprise.	2. Participate in a model food service operation.
3. Be aware of important factors in the preparation of commercial food products.	3. Observe correct food preparation procedures.	3. Practice under supervision correct food preparation procedures.
APPROPRIATE LEARNING ACTIVITIES:		
--Field trip --Guest speaker --Demonstration --Film/filmstrip --Reading	--Laboratory --Demonstration --Field trip --Worksheets --Guest speaker	--Laboratory
EVALUATION METHODS:		
--Completed assignments --Quiz	--Checklist --Completed assignments --Test	--Checklist --Self and peer evaluation sheet

AREA: Becoming Employable

UNIT: VII. Housekeeping

LEVEL I	LEVEL II	LEVEL III
SUB-COMPETENCY:		
1. Recognize job opportunities within the field of housekeepings.	1. Explain the responsibilities of the employer and those of the employee.	1. Explore different housekeeping jobs within the community.
2. Be familiar with the cleaning products and equipment often used.	2. Observe the correct use of products and equipment.	2. Apply the appropriate cleaning products and equipment for a specified task.
3. List cleaning tasks often performed by the housekeeper.	3. Observe the correct procedure for doing selected housekeeping tasks.	3. Imitate the basic cleaning tasks as demonstrated.
APPROPRIATE LEARNING ACTIVITIES:		
--Class discussion --Film/filmstrip --Small group discussion --Guest speaker --Reading	--Demonstration --Field trip --Worksheet --Reading --Lecture/discussion	--Interviews --Laboratory --Small group presentation
EVALUATION METHODS:		
--Participation --Completed Worksheets	--Quiz --Participation --Completed worksheet	--Checklist --Participation